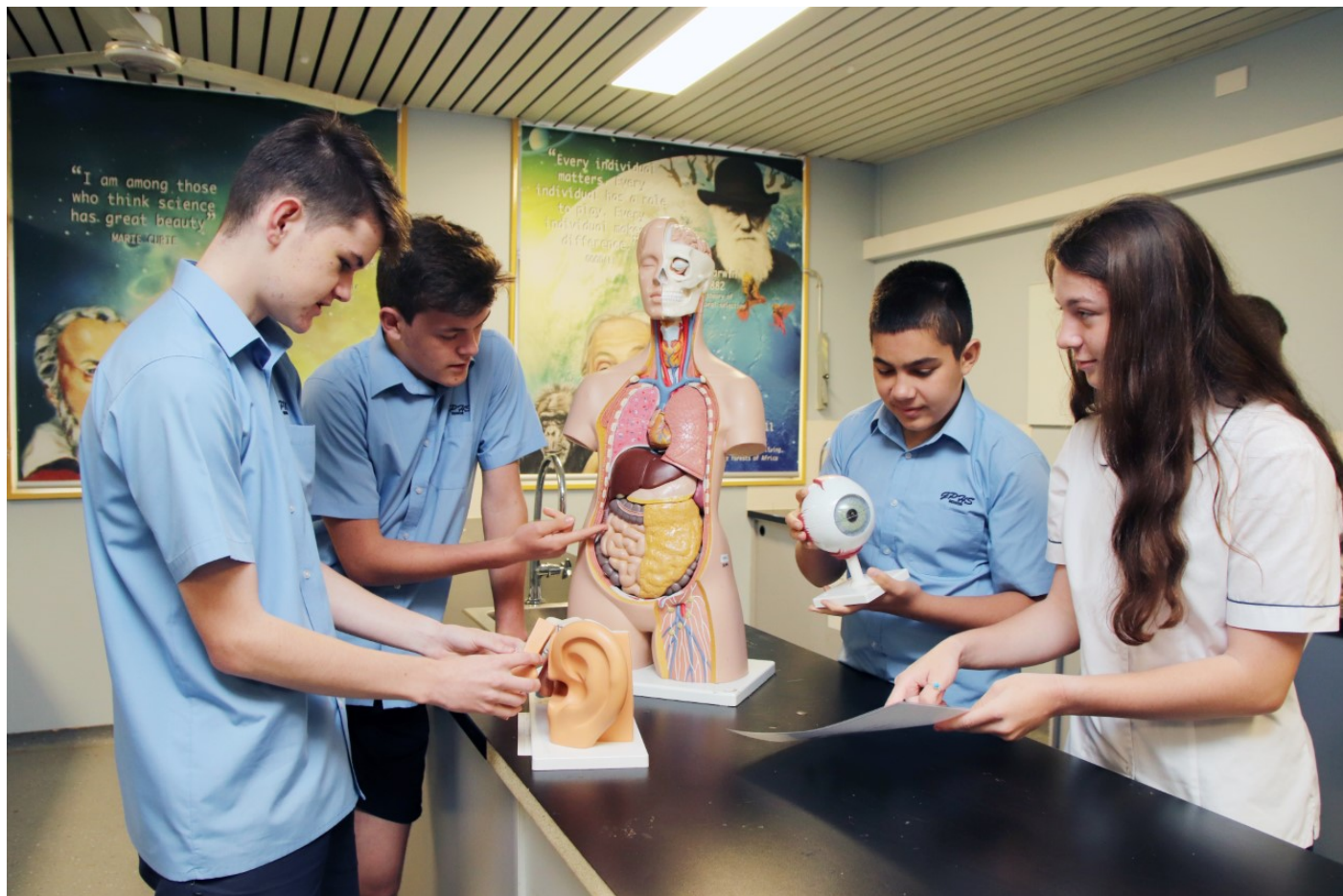


2021 Annual Report

Glenmore Park High School



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Introduction

The Annual Report for 2021 is provided to the community of Glenmore Park High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Glenmore Park High School, our whole school community is committed to fostering an environment of high expectations and inclusion, focussed on developing responsible, successful learners engaged in maximising their individual educational attainment. Our holistic approach to achieving excellence for all will see every student and every teacher challenged to continue to learn and improve every year in an environment that supports innovation and collaboration.

Through explicit teaching strategies and a focus on developing visible learners we are committed to supporting students to achieve academic excellence with strong foundations in literacy, numeracy and deep content knowledge, preparing students for higher education, training and work.

Student wellbeing programs, embedded in all areas of school life, will focus on increasing student efficacy in resilience, engagement and school and wider community connection supporting our students to be confident, adaptive, responsible citizens.

School context

Glenmore Park High School is a large, comprehensive, co-educational secondary school located on Dharug land in Sydney's Western area. Our Support Unit has 6 classes. The student population of 1034 has continued increasing over the previous four years. Our school's cultural diversity is celebrated and includes 7% of students identifying as having an Aboriginal background and 18% having a non-English speaking background, with 4% requiring some level of EAL/D (English and additional language or dialect) support.

The school provides excellent opportunities for individual student success and celebrates outstanding student achievement across a comprehensive range of areas. We challenge our students to take responsibility for their learning, to become lifelong learners and confident, caring citizens. We achieve this through quality teaching and aspirational, unique learning experiences. On completion of their education at Glenmore Park High School, students are well prepared for their highly successful transition to post-school destinations.

Through our extensive community partnerships, including Western Sydney University, CSIRO, Sydney Science Park, Australian Business Community Network (ABCN), Penrith City Council, National Aboriginal Sporting Chance Academy (NASCA), World Vision- Young Mob, Sydney University and our local business community students are provided with a wide range of authentic learning experiences.

The school also has extremely strong connections with our 7 partner primary schools through the Glenmore Park Learning Alliance (GPLA) and local Penrith high schools, through the Penrith Education Alliance (PEA). Through our strategic work with these community connections we are able to provide holistic, innovative, supportive educational opportunities for all our students and our staff. These connections also provide students with a continuum in learning and expanded curriculum choices, including a variety of Vocational Education and Training (VET) courses, School Based Traineeships and iSTEM.

Our school is inclusive, catering for all students including high academic achievers, and students with further support needs. Students are provided an extensive range of extracurricular opportunities including, but not limited to, sport, creative and performing arts, student leadership, debating and public speaking, Science Technology Engineering and Mathematics (STEM) and Virtual Reality programs.

Our partnerships with the National Aboriginal Sporting Chance Academy (NASCA) and World Vision provide Aboriginal students increased opportunities to connect with culture through the Young Indigenous Pathways Program (YIPP) and Young Mob program.

Glenmore Park High School's approach to student wellbeing is guided by the principles of Connect, Succeed and Thrive and is implemented throughout all areas of school life, including our Positive Behaviour for Learning program. Students are further supported by exceptional Wellbeing and Learning and Support Teams, providing wrap around support for students.

Our school facilities are outstanding and include a well equipped gym, a Movement (Dance) Studio, a STEM Hub, a purpose built Metals and Engineering building, a multi-purpose hall and a recently upgraded Hospitality Caf  . 2021 will see the enhancement of our facilities with the commencement in build of our state of the art new Performing Arts and Learning Centre. These facilities provide students with industry standard technologies and opportunities, supporting further their authentic learning experiences.

Throughout Terms 3 and 4 of 2020 a comprehensive situational analysis has been conducted which informed the development of our 2021-2024 Strategic Improvement Plan, both involving genuine consultation with students, staff and parents. A range of data has been utilised in this process including Tell them for Me Survey data; parent, staff and student surveys and focus groups and People Matter Survey data. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

Glenmore Park High School is committed to continual improvement in evidence based highly effective classroom practices with staff collaboration and professional learning being the key to ensuring this. Our collective commitment will support us to ensure that both literacy and numeracy levels can be enhanced through improved processes in data analysis used to support individualised and differentiated learning.

The school will continue to implement Visible Learning processes and strategies and continue to develop staff capacity in actioning the associated mindframes in order to maximise their impact on student wellbeing, engagement and achievement. Wellbeing practices will be embedded in all areas of school life.

There will also be a focus on Higher School Certificate performance including staff professional learning around assessment and deeper analysis and use of data to inform development of both individual and group impact programs. Faculties will work collectively to develop ways of deepening the knowledge base of students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In December 2021 Glenmore Park High School participated in the External Validation process. The school's Executive Team met with the External Validation Panel and undertook rigorous discussion regarding the school's judgements against the the domains and elements of the School Excellence Framework and discussed the evidence presented to support the schools judgements. In the domains of Learning and Teaching the school's self assessment was validated. In the domain of Leading the school's self assessment was validated in 3 elements. In the element of Educational Leadership the panel found the evidence presented indicated the school is operating at the Sustaining and Growing stage.

Strategic Direction 1: Student growth and attainment

Purpose

Through collective efficacy and evaluative practice our purpose is to ensure that students grow in their learning through explicit, consistent and research-informed teaching practices. Our teachers will evaluate their effectiveness and reflectively adapt their practice through whole school and individualised quality, targeted professional learning informed and evaluated through the use of student assessment, engagement and wellbeing data to inform high impact teaching and learning programs, ensuring we maintain our focus on maximising student learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Amplifying Professional Practice
- Data Driven Practice

Resources allocated to this strategic direction

: \$119,847.79

Professional learning: \$23,167.12

Socio-economic background: \$240,618.00

Low level adjustment for disability: \$356,354.00

Integration funding support: \$170,491.56

English language proficiency: \$19,628.75

Aboriginal background: \$67,937.70

Summary of progress

Amplifying professional practice -

During 2021 the staff Performance and Development Plan (PDP) process has been used to engage staff to plan their professional learning needs and goals in greater detail. Staff have a stronger understanding of the Strategic Improvement Plan as a result of cross Key Learning Area (KLA) staff meetings to foster a common understanding of the school goals. Beginning teachers induction process and professional learning focus has allowed early career teachers the support, including mentoring and classroom lesson feedback, required to to grow in their own knowledge and skills. Mentoring of beginning staff became more challenging during the Covid restrictions and the Learning from Home period but supports continued through virtual platforms, Teams and Zoom. Professional development for all teachers has continued to be shared with staff to continue to build their individual and collective capacity. Staff also actively seek professional learning opportunities, including the Stage 6 HSC professional learning suite, which also moved to online platforms in the 2nd half of 2021.

Head Teachers allocated time slots into their faculty meetings to enable the delivery of literacy and numeracy updates from their representative on each of the teams.

Data Driven Practice

The school has developed a revised Numeracy and Literacy strategy informed by a range of data sets and our system-negotiated targets. This has also extended to the school's COVID ILSP Numeracy and Literacy projects. Staff have undertaken professional learning in data analysis, including completing the modules on how to analyse Scout data and unpacking literacy and numeracy progressions. Staff meetings include a whole school professional learning focus on explicit teaching of literacy and numeracy, including a whole school focus on grammar. The implementation of this proved effective as time was built in to class time and also weekly PBL meetings. The weekly focus was also communicated to parents to assist building our partnership in strengthening literacy skills for our students. Staff have also undertaken professional learning on the Literacy and Numeracy Progressions. The school's literacy focus further progressed into faculty based writing strategies. Each faculty had identified a writing strategy that was the most effective for their subject areas. These included ALARM and SOLO.

Data has also been analysed to identify focus areas to improve the numeracy targets for all students. This has been linked to specific syllabus implementation areas and programs in all faculties to ensure the specific progressions that applies to their KLA. The work in these areas will continue in 2022. The implementation of data based metalanguage has become evident as the Numeracy and Literacy team projects promote these initiatives across the school. The Literacy and Numeracy Teams have worked collaboratively with the DoE external literacy and numeracy consultants to refine knowledge and plan future pathways for implementation whole school. The Literacy and Numeracy Teams include members from all faculties, further assisting in consistent implementation of strategies and a whole school expectation

and understanding that literacy and numeracy skills development is the role of all staff. This has led to faculty based training and discussions to upskill the whole team and faculty members to ensure we are collectively supporting the needs of our students.

Higher School Certificate (HSC) Results Analysis Package (RAP) data analysis has been reviewed and Head Teachers were provided further professional learning opportunities to support them working with their faculty staff on identified areas for review. Data practices for student placement in classes has been refined. Students are examined using Progressive Achievement Test results in literacy and numeracy which is also compared to their internal assessment data to determine the most appropriate class placements.

The school's Learning and Support Team, led by the Head Teacher Teaching and Learning, utilise a range of data to identify students that require additional support in their learning, through engagement in a range of research evidence-based programs that target literacy and numeracy development. Our School Learning and Support Officers have completed training in the effective implementation of these programs and work with students in small groups or 1:1. These interventions continue to show great results for students. Unfortunately, they had to be placed on hold for semester 2, 2021 due to the impacts of Covid-19. The Learning and Support team also support students who are funded through Integration funding. These supports are determined through consultation with staff, parent/carers and the students and are informed through the collection of a broad range of external and internal data. In 2021 the COVID Intensive Numeracy and Literacy Support Program was introduced to assist students who were identified as requiring further support to assist with literacy and numeracy when students returned to the classroom and face-to-face teaching. Students included were to be supported to assist in areas that were identified as showing a lack of growth. This program was also delivered in small group or 1:1 tuition. Data analysed after the implementation of this program showed extremely positive growth for a large number of students. This program will continue in to 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Top 2 bands NAPLAN reading meet annual trajectory lower bound target of 14.56%.</p> <p>NAPLAN expected growth in reading to meet annual trajectory lower bound target of 63.04%.</p>	<p>7.55% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower bound target. This represented a decrease in the percentage of students in the top two skill bands for reading.</p> <p>The percentage of students achieving expected growth in reading decreased to 33.33% indicating progress yet to be seen toward the system-negotiated target.</p>
<p>Top 2 bands NAPLAN numeracy meet annual trajectory lower bound target of 16.59%.</p> <p>NAPLAN expected growth in numeracy to meet annual trajectory lower bound target of 57.66%.</p>	<p>10.24% of students achieved in the top 2 bands in NAPLAN numeracy indicating progress toward the lower bound target. This represented an increase in the percentage of students in the top two skill bands for numeracy.</p> <p>The percentage of students achieving expected growth in numeracy increased to 50.29% indicating progress toward the system-negotiated target.</p>
<p>HSC Top 3 bands meet or exceed the annual trajectory lower bound target of 42.29%.</p> <p>The percentage of Aboriginal students attaining HSC whilst maintaining cultural identity to increase.</p>	<p>42.32% of students attained results in the top three HSC bands demonstrating achievement of the annual trajectory lower bound target.</p> <p>The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased by 0.7%</p>
<p>Tell Them From Me Data presents an increase in students reporting a positive sense of wellbeing and meets or exceeds the annual lower bound trajectory of 68.45%.</p>	<p>Tell Them From Me data indicates 61.09% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School).</p>
<p>The number of students with 90% attendance at school meets or exceeds the annual lower bound trajectory target of 59.95%.</p>	<p>The number of students attending greater than 90% of the time or more has increased by 2.52%.</p>

Strategic Direction 2: Wellbeing, Resilience, Connection

Purpose

To create resilient, connected students who are prepared for lifelong learning and understand their own strengths and learning dispositions, exhibiting future aspirations through personalised pathways in a connected and supportive environment. Staff will evaluate student wellbeing data and adapt school-wide processes, supported by high impact professional learning to inform continual improvement inspiring all students and staff to achieve their potential. Planning for student wellbeing is developed with consideration to individual learning and wellbeing needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student connectedness
- Resilience
- Individualised Pathways/ Leadership

Resources allocated to this strategic direction

Socio-economic background: \$82,000.00

Professional learning: \$40,000.00

Flexible Funding for Wellbeing Services: \$19,168.80

Integration funding support: \$27,000.00

Summary of progress

A whole school wellbeing matrix supports student wellbeing, including supporting and increasing student capacity through explicit teaching of strategies in Positive Behaviour for Learning (PBL) weekly lessons. Positive Behaviour for Learning (PBL) continues to deliver explicit teaching around personal wellbeing skills and competencies with a particular focus on resilience. In 2021 Wellbeing staff developed lesson content that moved to an online platform, ensuring continuity for students and flexibility in delivery.

Student wellbeing needs are supported through a whole school wellbeing matrix that would normally be enhanced through engagement with external agencies, providing further areas for wellbeing education and support to students, enhancing a positive school culture where students are known, valued and cared for. In 2021 restrictions limited engagement in face-to-face programs with on-line programs accessed when available. During the remote learning period the GPHS structure was organised to provide students opportunities to connect with identified staff members, providing further support to them throughout remote learning. Staff aimed to optimise conditions for students, despite the change in lesson delivery modes, with enhanced parent teacher contact ensuring that student wellbeing was monitored and supported. The introduction of the use of the Wellbeing Year Group Google Classroom provided increased contact and support in an online setting for students to connect and for continuous student support to be provided. This was further supported by effective use of school systems and community and Department of Education resources. Individual student wellbeing and learning needs were identified and catered for through analysis of a broad range of data, including Tell Them From Me survey data and SENTRAL data. A specific senior PBL program was developed to enhance support for seniors, and to incorporate appropriate student study skills for the Preliminary and HSC courses. This is further supported through the Elevate Program and EDROLO. External courses and leadership opportunities were accessed to develop strong, engaged, resilient students.

Glenmore Park High School, through research informed practice, acknowledges the strong link between student wellbeing, attendance and success at school. A review of the school's attendance data, programs and practices was undertaken in 2020 and continued throughout 2021. This review has informed refinement of practices to support and improve student attendance. Attendance Matters resources have assisted in both the review and planning of the Glenmore Park High School Attendance Strategy.

Positive student wellbeing is acknowledged as an essential element to positive student achievement at GPHS. A whole school matrix includes monitoring and support of positive student wellbeing and continues to underpin student achievement at GPHS. Data informs targeted wellbeing programs, with targeted focus areas for each Year group. External providers are engaged to provide professional support and to enhance student wellbeing outcomes. Throughout 2021, Wellbeing Google Classrooms were enhanced for all Year Groups to monitor students and provide resources to support students wellbeing during the COVID On-Line Learning period and also on student's return to school.

Whilst in 2020 and 2021 GPHS staff continued to engage in professional learning on school wide implementation of Visible Learning, unfortunately this professional learning had to be moved to an online delivery model, with staff

feedback indicating it was not as effective as the face-to-face delivery. The core of this professional learning was to create a more effective and consistent model for explicit teaching and providing ongoing feedback to students on their learning progress.

Our broad range of lunchtime activities and extra curricular activities- including but not limited to Yoga Classes, Girls Club, Environmental Club, Pen and Paper, Virtual Reality and Art Club were on hold for half of 2021 due to restrictions guided by the current Education and Health advice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Uplift in attendance by the end of the 2021 school year of 1% - due to school lockdown	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has increased by 2.5%. During remote learning an explicit process was developed to identify student presence and engagement in the Google classroom.
What works best is implemented across the school ensuring that there is a school wide expectation for high expectations for success of both staff and students	<ul style="list-style-type: none"> 51% of students reported positive wellbeing outcomes. This has remained constant across the positive wellbeing measures from 2019 to 2021. Tell Them From Me data indicates that GPHS has maintained positive wellbeing, with only 1% decrease in advocacy at school and a 3% decrease in sense of belonging despite the significant period of remote learning. The data shows that GPHS has maintained expectations for success at 86%. This has remained consistent from 2019 until 2021. 100% of students connected to the Wellbeing Google Classroom - a valuable wellbeing tool sharing wellbeing strategies and promoting student resilience.
Positive Behaviour for Learning (PBL) teachers identify students level of autonomy as reflected during the online learning period.	<p>Throughout lockdown the explicit attendance marking process became an important indicator of student wellbeing.</p> <ul style="list-style-type: none"> Within the first week of remote learning 895 (87%) students recorded at least one entry for the highest level of engagement in their online learning. Over the entire period of online learning the school continued to monitor individual student engagement, following up with phone calls where concerns were identified. This assisted in ensuring the highest level of student engagement throughout and also assisted in identifying wellbeing concerns quickly. Counsellors were also engaged in these processes.
Students identify academic, personal and leadership goals informed by their own personal data.	<ul style="list-style-type: none"> All students developed academic, personal and leadership goals at the start of 2021. Delayed initiatives from Term 2 on, required this work to be postponed to 2022. The monitoring and development of student goals was not possible due to the lockdown. To date staff were unable to fulfil this progress measure. In 2021, 30 students benefited from a vocational pathway informed by their Individual Transition Plan. Whilst there was a pause in ability to attend work experience, planning for vocational pathways continued. University pathways continued to be delivered through online platforms for students.
GPHS Aboriginal Education Group (AEG) mentors review SCOUT and internal school data to identify which development or mentoring program/s would best benefit their students. Consultation with families informs which programs would best suit students.	<ul style="list-style-type: none"> 100% of students aligned with AEG mentors - PLP's were completed Delay in completing most face to face AEG initiatives in term 3 have required this work to be postponed to 2022. Consultation with families was completed by phone rather than face to face to ensure progress was made towards learning goals. In 2021, 72.5% of ATSI students were engaged in the NASCA YIP program.

Purpose

Developing and sustaining systems that support the highest, quality educational opportunities is achieved through enhancing our school-wide culture of high expectations and our shared sense of responsibility and commitment, through expansion of our broad community partnerships, supporting students to maximise their potential. Through our connections and engagement with our wider community students are ensured extensive opportunities and pathways to engage authentically with the modern world and work place, fostering innovation whilst engaging in real-world learning opportunities ensuring a relevant and sustainable continuum of learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Continuum of Learning and Transition Pathways
- Innovation through Industry and Business Partnerships
- Community and Global Citizenship

Resources allocated to this strategic direction

Socio-economic background: \$166,300.00

Professional learning: \$1,000.00

School support allocation (principal support): \$55,780.00

Summary of progress

Continuum of Learning and Transition Pathways

Staff continued to engage in a broad range of professional learning experiences, many supporting development of their skills in the online learning platforms including Google Classroom, Google Suite, Zoom, Microsoft Teams, Edrolo and Clickview. Staff worked collaboratively to ensure staff requiring further support to switch to online learning were mentored and provided with the support and resources required to ensure a continuity of teaching and learning for all. Opportunities for specialised curriculum planning and implementation were also provided through online platforms in Semester 2. Individual staff members continued to engage in their own professional learning targets, set in their Performance Development Plans (PDP). These targeted a range of topics including staff and student wellbeing during remote learning. Professional learning throughout 2021 was focussed through the online platform with a wide variety of learning opportunities accessed by staff.

Throughout 2021 staff continued to provide professional learning opportunities for colleagues in a broad range of areas including Accreditation, eTams and the logging of Professional Learning courses and hours, Beginning Teacher Inductions, Behaviour Management Strategies in the Classroom, Effective Strategies for Teaching and Learning and the broad range of On-Line teaching and learning platforms. A course on Aboriginal Culture was delivered to staff, teaching and non-teaching. The focus on Data Driven Practice was provided through a range of Professional Learning resources including SCOUT showcases and also through courses in HSC Results Analysis Package (RAP) upskilling staff in explicitly identifying the impact they are having on their classes and individual students. Opportunities were provided to support staff in further engaging in evidence informed practice to continue their learning trajectory and also achieve their PDP goals, the majority of this through online platforms. The External Validation process (panel meeting occurred in December 2021) provided Professional Learning for all staff to participate in understanding the School Excellence Cycle and how to reflect on practice to inform future direction.

Student engagement in programs such as Western Sydney University's (WSU) Fast Forward and Pathways to Dreaming Programs link students to the university and encourage their pursuit of further educational pathways. Whilst these programs had to transition to On-Line platforms in 2021, students remained engaged in them. The WSU Pathways to Dreaming Years 8-12 saw students participate in webinars on Study Skills. Students were also provided access to Studiosity, an online tutorial program. Webinars covered a range of topics including Cultural Awareness and Deadly Leaders. Once restrictions eased mentors worked with senior students to assist them with transition planning through 1:1 mentoring.

The Transition Coordinator, a role created as a permanent position late 2020, continued to work with students in 2021 with 32 students successfully transitioning into a full-time apprenticeship or traineeship. Due to the Covid lockdown access to job sites and work experience opportunities were impacted greatly therefore a greater focus was placed on job readiness. Toward the end of 2021 restrictions in these areas were lifted and there was increased interest from students seeking out these areas. In 2021, 86 students were provided with 1:1 assistance and there were 79 work experience

placements. 51 students completed their White Card through the school.

Through our Alliances, students are also provided with the opportunities to engage in activities that further developed their leadership skills. The Glenmore Park Learning Alliance (GPLA) Leadership Day saw Glenmore Park High School students leading activities for primary students. This day was evaluated positively by students and staff involved. In 2021 a well received virtual Year 6 to 7 Open Night, including an engaging virtual video tour, providing prospective students and parents/carers with an insight into Year 7 at Glenmore Park High School.

Innovation through Industry and Business Partnerships

The USYD (University of Sydney) Enrichment Academy accepted our school's application to engage in this outstanding professional learning opportunity, providing 6 staff across a range of faculties the opportunity to extend their knowledge and skills in enhancing STEM educational experiences for our students. Staff completed a project with students that provided authentic, real world teaching and learning opportunities focused on Water issues in the local area. This was presented to all schools participating in this intake of the USYD Enrichment Academy and was strongly evaluated. The opportunity to participate in research based professional learning in STEM education supported staff growth in understanding strategies to enhance student engagement in STEM education and further supported the strength of other STEM programs our school participates in.

Whilst the schools partnership with Sydney Science Park (Celestino) and CSIRO continued in 2021 through the Urban Living Lab Schools Challenge, full immersion in the Challenge was made difficult due to the Covid Lockdown and the subsequent restrictions. These factors contributed to the school team placing this on hold for 2021.

In 2021, through the Generation STEM Program, opportunities to enhance staff and student understanding of future-focussed solutions to real-world problems whilst providing substantial immersion opportunities to STEM subject areas, was provided. This program began in 2021 as a face-to-face program but moved to online platforms in June. Through joint collaboration with CSIRO and Penrith City Council our students were provided with the opportunity to be guided through an identified local area problem- Heat. They were then mentored by business and industry partners and engaged in authentic group work to problem solve the related issues. Each team presented their findings and were commended on these. Student feedback was extremely positive.

The implementation of the school's transition to industry standard equipment continued at Glenmore Park High School with the establishment of a STEM Makerspace teaching and learning classroom, providing further opportunities for students to engage in industry standard learning experiences.

Community and Global Citizenship

The school's partnership with Australian Business and Community Network (ABCN) continued throughout 2021 further enhancing student's opportunities to connect with business partners and mentors. In Semester 1 sessions were held face-to-face but Semester 2 sessions were moved to online platforms. Year 11 and Year 10 students participated in Focus Girls Leadership- a program providing female students with leadership skills supporting success not only at school but also post school, Digital Future Thinkers- focussed on design thinking and problem solving, and Interview 2 Impress- focussed on building confidence, interview skills and employability.

Opportunities to connect with the Glenmore Park Learning Alliance and the Penrith Education Alliance were impacted by the Covid restrictions and were placed on hold.

Extensive opportunities were provided to both staff and students to extend and build their leadership capacity. These opportunities were provided both within our school community and also our wider community. Staff mentored colleagues and led targeted professional learning to assist all staff transition confidently to the online learning platforms. The Senior leadership Team saw the lockdown period as an opportunity to provide connection and wellbeing support for students, through a number of communications and online activities that kept our school and the wider community well connected further supporting positive wellbeing for both students and staff.

In 2021 the school entered its first team in the Western Sydney University School of Business Blueprint Competition. The competition is designed to help students pursue new business ideas. It also empowers students through business education and enrichment opportunities and provides a first-hand experience in entrepreneurship. Our team were successful in securing a place in the Finals and ended up placing 5th overall. This further strengthened our already excellent connections with Western Sydney University and provided the students the opportunity to participate in problem solving a real world, community or global issue.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increased engagement from staff participation in Professional Learning that targets their own development and addresses their PDP goals.	In 2021 100% of staff engaged in professional learning that addressed whole school focus areas and targets, supporting their development of knowledge and skills in explicit teaching of literacy and numeracy. Staff also engaged in professional learning that targeted their individual goals with all staff engaging in either delivering professional learning or participating in professional learning to upskill in online teaching and learning platforms. Staff mentoring also increased as those staff already strong in these areas assisted those requiring further support. PDP goals were reviewed to reflect the need to focus in other areas due to lockdown and the significant period of time online learning occurred.
Increase in % of students successfully transitioning from school to work, TAFE, university or other destination and a decrease in % of students with unknown destination or still seeking employment.	In 2021 Years 10-12 students successfully transitioning to University, TAFE or work increased from 2020. The number of students continuing from Year 10-11 increased slightly and the number of Year 12 students accepting a University placement increased from 28% in 2020 to 31% in 2021. In 2021 9% of Year 10 students and 37% of Year 11 students successfully transitioned to employment, TAFE or other, an increase from 2020. In 2021 there was a significant decrease from 2020 in students in Year 11 and 12 still seeking employment or destination unknown with Year 11 decreasing by 17% and Year 12 decreasing by 9%.
Increased % of students participating in STEM and Mentoring programs with our business partners through the ABCN program, CSIRO and similar programs.	These programs began strongly at the start of 2021 with an increase in student interest and participation, but delayed initiatives in Semester 2 required a significant number of these programs to be placed on hold or moved to online platforms, with students and staff reporting finding it more difficult to fully engage in these programs in this way. Whilst this was the case the school still entered student teams for the first time in the Western Sydney University (WSU) Blueprint Competition, the team making it through to the finals and placing 5th overall, and in the Generation STEM Program, with Penrith City Council and CSIRO, entering 4 teams from GPHS. Staff and students were also invited to participate in the Sydney Science Park Urban Living Lab School Challenge and accepted as spectators due to the constraints of 2021.
Increased % of staff participation in STEM initiatives and professional learning and increased implementation of STEM initiatives offered to students as a result of this.	In 2021 15% of staff participated in professional learning programs partnering with a range of universities including Western Sydney University (WSU), Macquarie University and University of Tasmania and University of Sydney (USYD). This showed a significant increase in staff engaging in research based, investigative high level professional learning in STEM based areas. Unfortunately, delayed initiatives in Semester 2 and the move to online learning caused a delay in staff implementing programs with students as initially planned. This work will continue in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$197,491.56</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenmore Park High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice • Individualised Pathways/ Leadership <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around supporting students with additional learning/wellbeing needs. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>Employment of SLSO's has provided further support for students with a disability in mainstream classes. The Learning and Support Team revised and developed Individual Education Plans and Personalised Learning Profiles for identified students. SLSO's and staff attend Professional Learning and workshops to develop their skills to best understand and support their students, providing them with strategies to support further access and engagement in learning for their students. Professional Learning is provided on curriculum adjustments and NCCD recording and collection.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Providing additional professional learning for staff regarding adjustments and NCCD collections. Current 6-7 transition processes to be enhanced to provide appropriate levels of support for identified students, including a review of Integration Funding applications and Support Class placement applications.</p>
<p>Socio-economic background</p> <p>\$488,918.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenmore Park High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice • Continuum of Learning and Transition Pathways • Innovation through Industry and Business Partnerships • Community and Global Citizenship • Resilience • Amplifying Professional Practice • Student connectedness <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Young Mob and STEM programs to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • staff release to increase community engagement

<p>Socio-economic background</p> <p>\$488,918.00</p>	<ul style="list-style-type: none"> • employment of additional staff to support Literacy and Numeracy program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>Engagement of above establishment staff to support student access to learning and to implement identified programs supporting student growth with a strong focus on Literacy and Numeracy. Progress and Achievement Testing (PAT), used with Year 7-10 students, was used to assist in identifying students requiring further support and targeting individual areas for this support. Throughout Semester 1, the Quicksmart program was implemented by the Learning and Support Team staff to support development of literacy and numeracy skills, although the online learning period impacted the full delivery of this program.</p> <p>Extension of our STEM programs provided students with additional opportunities to connect with business and industry partners, including CSIRO, ABCN and Sydney Science Park. Whilst the year commenced with some face-to-face opportunities Semester 2 saw the full return of virtual presentations with this mode of delivery continuing for the rest of 2021. Our Western Sydney University programs, Fast Forward and Pathways to Dreaming also moved to online delivery sessions.</p> <p>The year began with a whole school focus for Professional Learning that targeted the areas of Visible Learning, Numeracy and Literacy and Data Informed Practice. Resources, staff and student, were also purchased to support these areas. When it became clear towards the end of Semester 1 that teaching and learning would be moving online for Term 3, the focus for Professional Learning moved to upskilling in these areas. A large purchase of laptops was also made to support students access to learning. Staff roles were also adjusted to further support students and their families with Learning from Home.</p> <p>Online programs to further supplement Stage 6 students content knowledge and skills were purchased with an outstanding uptake from 2021 HSC students.</p> <p>Continued purchase of resources to, technology and furniture, continued assisting in providing students with innovative learning spaces.</p> <p>Revised and improved communication strategies continued to be developed to ensure that the school could maintain contact with students and families and keep them updated on student learning and school programs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued focus on professional learning for staff on data driven practice, whole school Literacy and Numeracy strategies, Stage 6 writing strategy and supporting all students through analysis of individual student data. Continue to build technology throughout the school and upgrade teaching and learning spaces. Funding for staffing to provide release time to Literacy and Numeracy team members to ensure consistent implementation across the whole school. Develop further student connections, monitoring engagement in school (attendance) and class. Further support increased student attendance through implementation of the schools Attendance Action Plan. Build further the opportunities provided for students to engage with business and industry links, increasing their understanding of career pathways. Revise Glenmore Park Learning Alliance (GPLA) and Penrith Education Alliance (PEA) links and programs.</p>
<p>Aboriginal background</p> <p>\$67,937.70</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenmore Park High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$67,937.70</p>	<ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. Student PLP's have been developed with a mentor who consulted with students and families to develop targeted outcomes to support student achievement of goals. • staffing release to support development and implementation of Personalised Learning Plans. Student PLP's have been developed with a mentor • employment of specialist additional staff (SLSO) to support Aboriginal students. Young mob support students in Year 7 in achieving cultural understanding and connection through an increase in participation in Creative, Sporting, Leadership and Sporting Activities. • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. • Provision of staffing to support the Pathways To Dreaming program providing aspirations and University pathways for aboriginal students. This program continued online during the lockdown period. <p>The allocation of this funding has resulted in: Student have refined their academic goals and accessed support in the online platform to pursue the achievement of their academic outcomes. The Year 9 Naplan data demonstrates that our scores in numeracy compared to similar schools remain comparative however a decline in reading scores demonstrated the reliance on, and need for face to face tuition for our ATSI students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Analysis of data will ensure that refined programs will support individual student need. ATSI students will be provided with workshops to support their development thought the Covid ILSP, and targeted numeracy and literacy programs. Students with a significant need will be identified and provided with an appropriate research informed intervention. A focus on the provision of leadership and mentoring opportunities will be the next step for the school's Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$356,354.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenmore Park High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSO's has provided further support for students with a disability in mainstream classes. The Learning and Support Team revised and developed Individual Education Plans Personalised Learning Profiles for identified students. SLSO's and staff attend Professional Learning and workshops to develop their skills to best understand and support their students. Providing them with strategies to support further learning for their students. • targeted students are provided with an evidence-based intervention, Quicksmart, to increase learning outcomes. • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in:</p>

<p>Low level adjustment for disability</p> <p>\$356,354.00</p>	<p>Employment of 2 fulltime, permanent Learning and Support Teachers and also School Learning and Support Officers provides further support for students with disability in mainstream classes and also in our support/remediation programs including Multi-Lit and Quicksmart. Unfortunately, due to Covid-19 restrictions throughout Semester 2, a large number of 1:1 and small group programs were placed on hold with the Covid ILNS program replacing them.</p> <p>Early in 2021 The Learning and Support Team implemented PAT testing for students and triangulated data to revise and develop Personalised Learning Profiles and Individual Education Plans for identified students. They also supported and mentored staff through differentiating teaching resources to cater to the needs of all students. This included delivering a range of Professional Learning to support staff understanding of appropriate adjustments. The Learning and Support Team also supported staff in the collection and recording of NCCD data.</p> <p>In 2021 the Learning and Support teachers, led by the Head Teacher Teaching and Learning, continued developing class profiles to support staff further. They also maintained strong contact with families during the On-Line Learning period, completing daily COVID check-ins to see all students could access their learning and families could access support, when required, with this.</p> <p>Staff, teaching and SLSOs, attended professional learning workshops, delivered virtually, to further develop their skills and understanding of how to further support students. These workshops addressed a range of disabilities and provided opportunities to understand strategies that support further engagement in learning for students. Training in a range of literacy and numeracy programs was also undertaken, providing further targeted support in these areas. The Learning and Support Team reviewed the Disability Provisions to align with NESA standards and provided feedback to staff on this.</p> <p>Resources to assist implementation of supports were also purchased.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue with the strategies in place, whilst increasing staff skills in individual student data analysis and strategies to support growth in identified areas.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,168.80</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Glenmore Park High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Resilience <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • A staff member has been employed to work with identified students with a focus on re engaging them in classwork, in the completion of assessments, providing an opportunity for support and advice guiding students to achieving their potential. • staffing release for case conferences and developing intervention strategies • staffing release to provide individual transition preparation support to identified students • employment of Student Support Officer to support vulnerable students • employment of Student Support Officer to support the Learning Support Team in the implementation of engagement programs and the evaluation of school based data • employment of Student Support Officer to support the Learning Support Team in the implementation of engagement programs and the evaluation of school based data <p>The allocation of this funding has resulted in:</p> <p>Tell Them From Me indicates that 51% of students report a positive sense of wellbeing. There was only a 1% decline in advocacy and a 3% decline in sense of belonging despite extensive lockdown periods. PBL lessons</p>

<p>Flexible Funding for Wellbeing Services</p> <p>\$19,168.80</p>	<p>continue to focus on developing student resilience. External providers were engaged via the online platform.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Revise the Wellbeing Matrix through analysis of Wellbeing data. Positive Behaviour for Learning to be reviewed to ensure areas identified are addressed schoolwide.</p>
<p>COVID ILSP</p> <p>\$170,884.76</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in:</p> <p>In the Covid literacy and CARS and STARS programs resulted in student growth averaging 23% The average student mark increased from 67% to 90% Students reported significant increase in their confidence in responding to written tasks that required structure.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Literacy: Moving into 2022, student confidence will need to be supported to see further growth. Students will need support to refine their analytical responses that embed a clear and well supported thesis using evidence. Online learning impacted on the student's performance and engagement dropped for the students with the higher literacy needs among those targeted. With the location of the sessions outside class in view of other students, some students were hesitant to attend sessions at times. This was unavoidable at times due to rooming shortages that would allow students to not feel so exposed. Better location for the intensive sessions will need to be factored into the rooming schedule for 2022. Students were still a little hesitant to share their ideas or writing. Moving into 2022, team building and rapport activities will need to take place to ensure students felt more comfortable in working in the small group. Absenteeism for some students was a barrier to learning and investigation into strategies to encourage participation will take place before the commencement of 2022. During remote learning, most students generally completed three lessons of the project each week. Thus meaning, the staff had to adjust the program to ensure the pre-testing and post-testing activities were completed to maintain the integrity of the data. A comprehensive review of the CARS and STARS program will need to be completed and resources invigorated. Students expressed they often guessed the multiple choice answers to the questions and did not use the strategies covered in the program to respond appropriately.</p> <p>Numeracy: Through the sessions, students expressed increased confidence in unpacking and responding to questions. They expressed satisfaction at being able to answer complex mathematical problems demonstrating their worked solutions in an appropriate manner. Students also expressed increased confidence in seeking further assistance where required. The program fidelity was compromised by not having additional supports for the numeracy program. Throughout the whole year, the Numeracy project was constantly interrupted due to staffing issues. In 2022, it has been recommended that a consistent five day a week teacher is hired to support the projects in both literacy and numeracy and that the paraprofessionals are additional support to the teacher to ensure greater program fidelity. The</p>

<p>COVID ILSP</p> <p>\$170,884.76</p>	<p>paraprofessionals were wonderful and dedicated to the project but their lack of numeracy experience was a significant hindrance in getting them upskilled and confidently engaged in the program. Additional professional learning was required, thus taking them away from administering the sessions at times. Having the tutor for two days a week really hampered the ability of the project to function. This was then compounded due to remote learning and by practicum constraints throughout the year. Finding staff was really difficult when members of staff left the project. Whilst the data looks impressive, students were not fully engaged in the comprehensive program offered.</p>
<p>English language proficiency</p> <p>\$19,628.75</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenmore Park High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • In 2021 the school employed additional staff as tutors to assist students learning through enhancing English language skills. They also assisted in scaffolding, and guided students through completing classwork and assessments. • A period allocation was also provided to a staff member, specialising in EALD, to support and assess students and to support staff in assessment adjustments when required. This included 1:1 and small group instruction. This also informed additional teacher professional learning in this area. <p>The allocation of this funding has resulted in:</p> <p>Students moved up the scales with a number of students moving from developing to consolidating.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Support provided throughout 2021 will continue in 2022 as it is proving effective in supporting student growth.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	444	474	515	505
Girls	397	435	457	477

Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.2	90.1	92.5	90.1
8	89.9	87.4	90.4	86.7
9	85.8	86	88.4	83.9
10	83.8	79.9	88.5	83
11	78.8	81.8	82.2	80.2
12	87	89.3	87.5	83.3
All Years	86.3	85.9	88.7	85
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	4
Employment	4	29	41
TAFE entry	4	5	9
University Entry	0	0	31
Other	1	3	4
Unknown	0	10	11

At the end of 2021 the number of students offered a university placement was slightly higher than in 2020. The majority of students accepted offers to attend Western Sydney University. Others received offers from Macquarie University, University of New South Wales and University of New England. Students studying at TAFE remained similar to previous years. There was an increase in students finding work.

Year 12 students undertaking vocational or trade training

27.88% of Year 12 students at Glenmore Park High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

97.3% of all Year 12 students at Glenmore Park High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

There was a decrease in the number of students participating in External Vocational Educational Training (EVET) courses in 2021 in stage 6 and a small increase in stage 5. Five students completed a Stage 5 qualification in Hospitality. Nine students completed a Stage 5 course in Automotive. Twelve Year 11 and 12 students commenced or completed courses such as Early Childcare and Human Services. School based apprenticeship numbers remained similar to past years with traineeships in Retail, Business and Construction. Three students enrolled in the NSW Health Course offered at Nepean Hospital and one student completed animal studies course at Taronga Zoo. The number of students signed up to school Based Traineeships in Retail remained the same however Business traineeship opportunities Increased.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	56
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.17
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,487,562
Revenue	13,264,543
Appropriation	12,982,936
Sale of Goods and Services	36,235
Grants and contributions	234,610
Investment income	700
Other revenue	10,063
Expenses	-13,036,052
Employee related	-12,301,015
Operating expenses	-735,037
Surplus / deficit for the year	228,492
Closing Balance	1,716,053

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A School Budget Committee consisting of the Principal, 2 Deputy Principals, 1 Head Teacher, 1 Classroom Teacher and the School Administrative Manager operates to provide overall advice on the Budget preparation and monitoring.

Funds in all areas will be expended by the end of the 2022 Financial Year in line with the School Plan 2021-2024.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	231,499
Equity Total	938,907
Equity - Aboriginal	67,938
Equity - Socio-economic	494,986
Equity - Language	19,629
Equity - Disability	356,354
Base Total	10,475,421
Base - Per Capita	246,936
Base - Location	0
Base - Other	10,228,486
Other Total	656,172
Grand Total	12,301,999

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

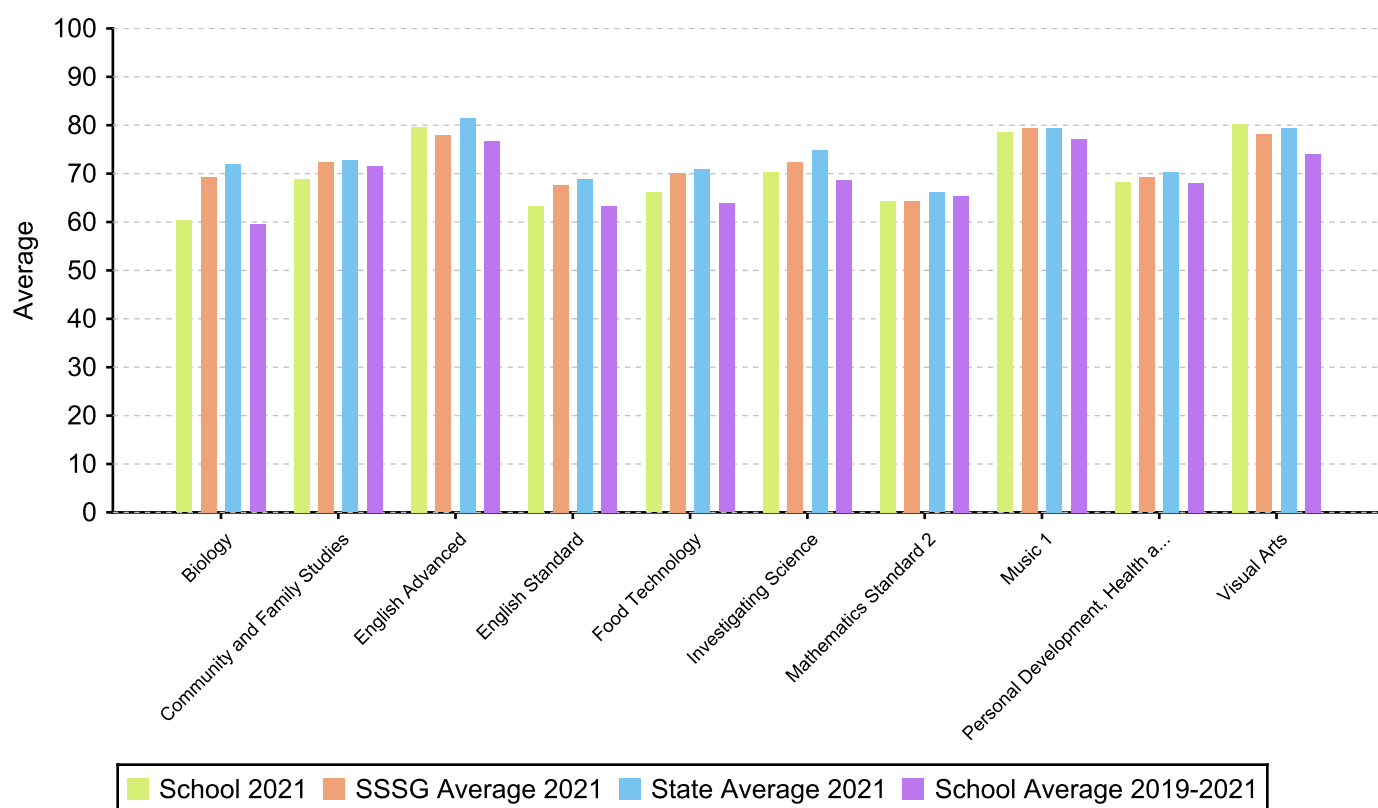
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	60.3	69.3	71.9	59.5
Community and Family Studies	68.9	72.3	72.7	71.6
English Advanced	79.7	77.9	81.4	76.8
English Standard	63.3	67.6	68.8	63.3
Food Technology	66.1	70.1	71.0	63.8
Investigating Science	70.4	72.4	74.9	68.6
Mathematics Standard 2	64.4	64.4	66.1	65.3
Music 1	78.5	79.4	79.4	77.2
Personal Development, Health and Physical Education	68.3	69.2	70.3	68.0
Visual Arts	80.2	78.1	79.4	74.0

Parent/caregiver, student, teacher satisfaction

In 2021 the school surveyed parents, staff and students on a number of areas regarding curriculum, assessment, professional learning, on-line learning and school satisfaction. Surveys included Remote Learning Readiness surveys, Tell Them from Me Surveys and Wellbeing surveys..

Surveys were conducted through Survey Monkey, Google Suite, online surveys and paper surveys. Surveys were carried out through PBL classes, staff meetings, online links, informal forums and interviews.

Parents/caregivers communicated they believe the school supports student learning and positive behaviour. They feel school communication allows them to remain updated with their child's progress and also with programs at the school. The P&C met with the Senior Executive at the beginning of 2021 but continuity of meetings became difficult due to Lockdown and COVID restrictions throughout 2021. Meetings did eventually move to an On-Line platform. The P&C continued to provide valuable feedback to school staff which assisted in informing future planning and direction in a range of areas across the school. Throughout 2021 consultation regarding the Performing Arts and Learning Centre design continued with the beginning of construction occurring mid 2021. P&C were represented on the PRG throughout. This outstanding facility will further support enriching student educational opportunities and experiences.

In 2021 student meetings, focus groups and surveys indicated that students feel a sense of belonging/connection to their school and they feel accepted and valued by the school community. They also indicated that students feel they have a broad range of opportunities available to them. In 2021 the school increased the period allocation for Year Advisers and also increased the number of assistant Year Advisers from 1 to 2 for each Year Group, due to the number of students in each Year Group.

Teacher feedback indicated a positive workplace culture with high expectations set for all staff and students, with supports in place to achieve this. Staff collaboratively plan and implement school goals and set targets to achieve these goals. Staff are engaged in continual review and reflection of progress toward these targets.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.